



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

BTG / Mid-Year Update

Quarter 2 FINAL / 3-1-18

Pinellas County Schools created the Bridging the Gap Strategic Plan to close the achievement gaps between black students and their peers. The district garnered input from teachers, parents and community members in developing an updated plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the achievement gaps between black and non-black learners within 10 years. The full plan is available via our district website: pcsb.org.

The plan outlines achievement gaps across six goal areas:

- **Goal 1:** Graduation Rate
- **Goal 2:** Student Achievement
- **Goal 3:** Advanced Coursework
- **Goal 4:** Student Discipline
- **Goal 5:** ESE Identification
- **Goal 6:** Minority Hiring

Equity with Excellence for All / Belief Statement

Pinellas County Schools is committed to ensuring equity and excellence for all learners with the ambitious goal of eliminating or greatly narrowing the achievement gap within 10 years between black and non-black learners. The district is fully committed to this work as a way of expressing its beliefs and commitment to diversity throughout the school system through fostering a growth mindset, ensuring culturally inclusive lessons and materials, celebrating all learners and families, and hiring a workforce that is representative of the students we serve. The District and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources to support innovative solutions to meet the aspirational targets outlined in this plan.

Bridging the Gap Plan / Purpose

The Bridging the Gap (BTG) Plan will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich and empower our teachers, children and families to meet high expectations for all learners. The plan will be reviewed annually and updated accordingly. It is important to note that the data utilized for baseline were the 2015-16 school year data.

Summary Report to the Board and Community

- **Pinellas County Schools is committed to reporting its progress to the community each year by compiling an end-of-year report that addresses each of the six goal areas.** That report is posted to the district website.
- **This Quarterly Board Report is designed as a brief update to the community on the progress of the key BTG action steps across each of the six goal areas.**
 - Note: Some data updates will be provided each quarter as data are available, though the summative data across all six goals and the district's key findings and recommendations for next steps will only be provided via the annual report.



Quarter 2 Summary / Mid-Year Highlights / Recommendations

Some Key Implementation Highlights

- The first-year of implementation of the approved BTG plan has led to a number of new initiatives and improved processes in the school district. Those include the following:
 - **The district has established an ambitious training program for all administrators and teachers specific to cultural competence, developing an equity mindset, and implementing both restorative practices and culturally relevant instruction.** This multi-year initiative includes the development of training materials, establishing equity teams at each school, and creating a long-range implementation calendar.
 - **The district's Teaching and Learning division has reviewed its curriculum and training materials as part of its plan to infuse additional, culturally rich materials and strategies into all classrooms.**
 - **The district developed and just released a new Extended Learning Program tracking system and personalized student resource site in support of students who are not on track academically.** Both of these systems did not exist last school year.
 - **The district has administered Gifted screening to all 2nd graders and continues to improve its processes in an ambitious effort to identify additional minority students for Gifted enrollment.**
 - **The district has provided open access to the PSAT, SAT and ACT for all high school students, free of charge and on-campus during the school day.**
 - **The district's Human Resources division has hired a dedicated team to improve its minority recruitment materials, review all minority applications, and implement more efficient hiring practices to increase the number of black teachers districtwide.**

Some Key Improvement Recommendations / Growth Steps

- The district has identified some areas for improvement as a result of its ongoing analysis of trend data and its annual evaluation of the BTG Plan. Some preliminary recommendations are as follows:
 - **The district must be purposeful in aligning its new equity training materials and outcomes with its school and classroom observation tools so as to capture the impact of the equity trainings on classroom practices.** This may include the adoption of a new equity observation tool that ensures the implementation is evidenced-based and well-calibrated for the trainers, teachers and administrators.
 - **The district will ensure that all schools have a well-trained, equity team at each site.** This must include trained facilitators at each school who can follow up with additional equity trainings and improved processes specific to each school's needs.
 - **The district will consider purchasing existing, ready-made training materials around culturally relevant instruction to support a faster (and more efficient) rollout of strategy trainings to teachers districtwide.** This training should be specific to practical strategies that will engage minority learners.
 - **The district will continue to align its data resources and pilot tools to meet its goal of creating a common Personalized Learning platform that lists targeted interventions for students who are behind academically.** The concept has been piloted in several schools though no systematic tool is yet in place.

Note: Changes to the action steps outlined in the district's BTG plan are made at mid-year and end-of-year. The revisions for the mid-year report are highlighted in yellow on the attached Quarter 2 Data Template.



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

Quarter 2 / Key Actions Steps / Progress Updates

Graduation Rate / Academic Achievement / Advanced Coursework (Goals 1-3)



Implementing Culturally Relevant Instructional Practices into all Classrooms / Progress Update

Introductory / Foundational-Level Training related to exploring diversity / uncovering bias

- All district principals and assistant principals have received introductory training via their monthly meetings.
- All teachers were provided introductory training on August 3rd at the District-Wide Training Day.
- Nearly every member of district's Teaching Learning Division has now been trained / introductory-level training.
- In Quarter 1, 869 teachers and staff members across 14 schools took part in some additional, introductory training.
- In Quarter 2, 564 teachers and staff members across 21 schools took part in some additional, introductory training.

Advanced / Equity Champions Training Continuum related to developing an equity mindset / uncovering bias

- The district hired a lead trainer and developed a continuum of trainings for teachers and leaders titled Equity Champions. This training is specific to developing improved cultural competence, an improved equity mindset.
- 59 teachers and leaders have completed the Equity Champions initial training to become training facilitators.
- 186 faculty and staff members have taken part in the initial rollout of the Equity Champions Training.
- **Important note:** The district's trainings to date have been almost entirely at the awareness level and have not yet involved practical classroom strategies rolled out to teachers in any systematic way. The district is reviewing training materials specific to classroom strategies that engage minority learners, as well as designing a long-range plan to train all instructional staff.
- **To support this multi-year training initiative**, the district has established a new Equity Task Force to review and align training materials, calendars and outcomes related to equity under three distinct areas of improvement:
 - *Developing an Equity Mindset / Uncovering Bias* / **Equity Champion training**
 - *Designing Equitable Systems, Processes in Schools* / **Restorative Practices training**
 - *Engaging Diverse Learners in the Classroom* / **Culturally Relevant Teaching training**

See alignment visual below

Classroom Observations / Semester 1

The district has revised its Teaching and Learning division curriculum guides to infuse key strategies related to student culture and diversity, and has updated its classroom observation (ISM) tool that is used to capture the use of these strategies.

- **Semester 1:** 3,298 classrooms were observed districtwide.
- **32% of classrooms** were observed as having culturally responsive practices **developing** or **evident**.



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

PCS / Equity Training Alignment (Still Under Development)

Equity and Excellence for All

MTSS (Multi-Tiered Systems of Support)

Systemic equity is defined as the transformed ways in which systems and individuals habitually operate to ensure that every learner – in whatever environment that learner is found – has the greatest opportunity to learn enhanced by the resources and support necessary to achieve competence, excellence, independence, responsibility, and self-sufficiency (Scott, 2001).

Developing an Equity Mindset

Developing Cultural Competence by recognizing the Historical, Cultural, and Social Barriers that Impact Learning

Equity Champions

Developing an equity lens / exploring our own biases

Self-awareness / sociocultural consciousness / inspecting our long-standing beliefs, prejudices

Having critical conversations about equity with ourselves and each other

Providing context for educators re: influence, privilege, power and the long-standing bias of low expectations



Training Materials: Currently using materials developed by PCS that are unique to our district, its history and our diverse communities. Materials include those from Courageous Conversations, a national protocol and framework based around the work of Glenn Singleton (1992) and the Lastinger Center Equity Coaching program (University of Florida).

Designing Equitable Systems, Processes

Developing School Culture and Processes that Build Community and Improve the Learning Environment for All

PBIS / Restorative Practices / SEL

Developing deliberate and positive school culture, climate, and processes to improve learning

Asset-Focused / Affirmation / Pro-Social Relationships / SEL

Community-Building

Providing a school learning environment where all students and families feel welcome, safe, and empowered to learn



Training Materials: Currently using materials and training protocols from the International Institute for Restorative Practices (IIRP) and practical guides and toolkit materials from the San Francisco Unified School District and Chicago Public Schools.

Engaging Diverse Learners in the Classroom

Developing Curriculum, Lessons and Activities that include Intentional and Practical Strategies to Engage, Challenge and Support Minority

Culturally Relevant Teaching

Ensuring that diverse materials are available and in use in all classrooms

Supporting teachers in understanding and utilizing strategies that engage and impact learning among minority students to include: collaboration, movement, music, hands-on activities, and relevant readings, discussions and examples drawn for our local communities and families



Training Materials: Primary resource: AVID's *Culturally Relevant Teaching: A Schoolwide Approach*. Also using related materials that are evidence-based, aligned to the research definitions by Ladson-Billings (1994) and Gay (2010). *Note:* The terms culturally relevant teaching and culturally responsive teaching are nearly synonymous in the research.



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

Quarter 2 / Key Actions Steps / Progress Updates continued

Academic Achievement / Advanced Coursework (Goals 1-3)



Early Warning System / Personalized Learning Plans / Progress Update

- **Quarterly assessment and student grade data continue to be provided to schools, disaggregated by race.**
- **The district's online resource site remains under development.** A project team continues to develop an online resource site for students to review their data and key resources available to help them grow in their reading and math skills. The pilot release planned for January 2018 has been delayed as further testing is needed. The site is now fully built and is being tested by students and parents at this time. See screenshot below.
- **The district has piloted an online Personalized Plan tool that lists the interventions needed for each student.**
 - 35 schools have been trained in the use of the new tool.
 - 23 of those schools are using it regularly. At the end of Semester 1, there were 336 black students in those schools being monitored for academic growth using the new tool.
- **The district has also created a new scheduling process to better capture the number of student taking part Extended Learning Programs such as tutoring, credit recovery and enrichment before and after school.**
 - The initial enrollment report shows that 12,080 students were enrolled in ELP programs at the end of Semester 1. Of those, 1,971 were black (16.3%).

Screenshot: New Online Personalized Learning Platform / Resource Site Under Development

High School Student Sample

The screenshot displays a student's progress dashboard on a SharePoint site. The dashboard is organized into several sections:

- Build for Success:** Includes links for English - Conventions of Standard English, English - Knowledge of Language, and English - Vocabulary Acquisition and Use.
- Completed Standards:** Includes links for English - Knowledge of Language and Math - Understanding Place Value.
- Path to Graduation:** Includes links for General Information, ELA, Math, Science, Social Studies, Arts, HOPE, Electives, and Online.
- College and Career Readiness:** Includes links for PSAT/SAT, Industry Certifications, and Advanced Coursework.

At the bottom, there is a table showing the student's progress in Math:

Math	Credits Required	Credits Earned	Credits Remaining	Credits Enrolled	Are You On Track?
	4	4	0	0	✓

The dashboard also features a sidebar with various icons for Clubs/Sports, Achievements, Volunteering, Work Experience, Goals, and Learning Plan. The top navigation bar includes Office 365 and SharePoint links.



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing



Open Access to College Readiness Testing / Universal Screening for Gifted / Progress Update

- The district provided the PSAT to all high school students in 9th and 10th grades.
- The district also funds free, on-campus SAT and ACT testing to every high school student.
- The district completed its new process of universal Gifted screening across all elementary schools. Every 2nd grade student in the district was tested unless he or she had previously tested in an earlier grade. Every student in the Scale Up elementary schools was tested who had not been previously tested (regardless of grade level).
 - 1,718 total students (all races) were tested Semester 1.
 - 775 total students (all races) met the 90th percentile on the universal screening instrument and were recommended for further evaluation.
 - Of those 775 students, 62 are black (8% of the students identified).
- In our Scale Up elementary schools, the district screened all students who were not screened last year and any student who was screened last year and scored between the 80th and 90th percentile.
- The district also began implementation of “Plan B” for Gifted eligibility, which has been paired with universal screening to provide alternative eligibility criteria for students from underrepresented groups such as English Language Learners (ELL) and students on Free and Reduced Lunch (FRL).



Graduation Readiness Tracking / Graduation Rate Progress

- The state released the district's 2016-17 graduation rate at the end of Semester 1.
- The graduation rate black students in Pinellas County was 69.3%, the highest level in district history. The rate for black students has increased by 4.7% over the past 3 years and 12.9% over the past 5 years. Additionally, the GAP in graduation rates between black and non-black students decreased.

2014-15 SY		2015-16 SY		2016-17 SY	
BLACK Grad Rate	Black / Non-Black GAP	BLACK Grad Rate	Black / Non-Black GAP	BLACK Grad Rate	Black / Non-Black GAP
64.6%	16.7	65.5%	17.9	69.3%	16.5



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

- The number of students using a college entrance exam such as the ACT or SAT for their graduation assessment score has increased for all students districtwide as a result of the district's commitment to increasing access to these college readiness exams. The ACT and SAT are now offered on every high school campus, during the school day, at least three times per year at no cost to the students.
 - 27% of all students who received a standard high school diploma using a college exam score in 2016-17 were black, while 73% were non-black. Those percentages have remained relatively constant.
 - In addition to increasing graduation rates, the increased access to the ACT and SAT exams has increased opportunities for minority students to demonstrate college readiness. The district has placed an intensive, instructional focus on improving the college ready scores for students through specific, targeted instruction during the student day via the student's English, mathematics and reading courses.

Goal 1: Data Update: / Graduation Rate

Graduation Rate / Historical Trends / Change Over Time				
TRENDS	3-Year Trend / Updated as of 2017			5-Year
Graduation Rate	Grad Rate TOTAL % CHANGE	Grad Rate FEMALE % CHANGE	Grad Rate MALE % CHANGE	Grad Rate TOTAL % CHANGE
Hispanic	↑ 6.2	3.4%	9.4%	↑ 18.8
Black/African American	↑ 4.7	9.5%	0.5%	↑ 12.9
Multi-Racial	↑ 1.7	3.4%	0.1%	↑ 8.0
White	↑ 4.7	3.8%	5.5%	↑ 10.2
Asian	↑ 3.3	5.5%	0.5%	↑ 4.3
District TOTAL	↑ 4.6	4.8%	4.5%	↑ 11.0

Note: The district TOTAL data includes graduates who are American Indian or Pacific Islander but, for privacy reasons, those numbers are not broken out separately as the enrollments are very small.



Quarter 2 / Key Actions Steps / Progress Update

Student Behavior / Discipline (Goal 4)



New district policies / Training on PBIS, Restorative Practices / Progress Update

- **District staff reviewed each school's School Wide Behavior Plan to ensure that the plans include key elements of Positive Behavioral Support and Intervention (PBIS).**
 - At the end of Semester 1, 65% of district schools showed strong implementation.
- **The district continued its investment in trainers, training materials and timelines around restorative practices.**
- **Each school was required to develop a team dedicated to this work and those teams were invited to a three-day summer workshop titled Introduction to Restorative Practices.**
 - In addition to school teams, the district's Executive Leadership Team, Transportation Department managers, district PCTA members, and some community members attended the training. The third day of the training was designed to show teams how to incorporate restorative strategies into their School Wide Behavior Plans and existing processes and procedures.
 - As of the end of Semester 1, 100% of school teams had been trained in the key foundational concepts related to restorative practices. As this is the first year of implementation, no schools were found to be implementing these practices at an "application" level. All schools were rated as functioning at an "awareness level."
- **A resource site for schools has been developed around restorative practices**, including materials that schools can use to set goals, reflect on best practices, and engage staff and students in these new strategies.
- **Additionally, 95% of principals have been provided some initial training via their monthly meetings on foundational concepts related to Social and Emotional Learning (SEL).** This initial training was provided only at the foundational / awareness level to support the ongoing growth of school leaders.

New PCS Training Menu Continuum Common to all Equity Trainings



- It should be noted that the trainings on culturally relevant instruction and restorative practices have been provided almost entirely at the exposure or "awareness" level as the 2017-18 school year is the first year of a multi-year training initiative.

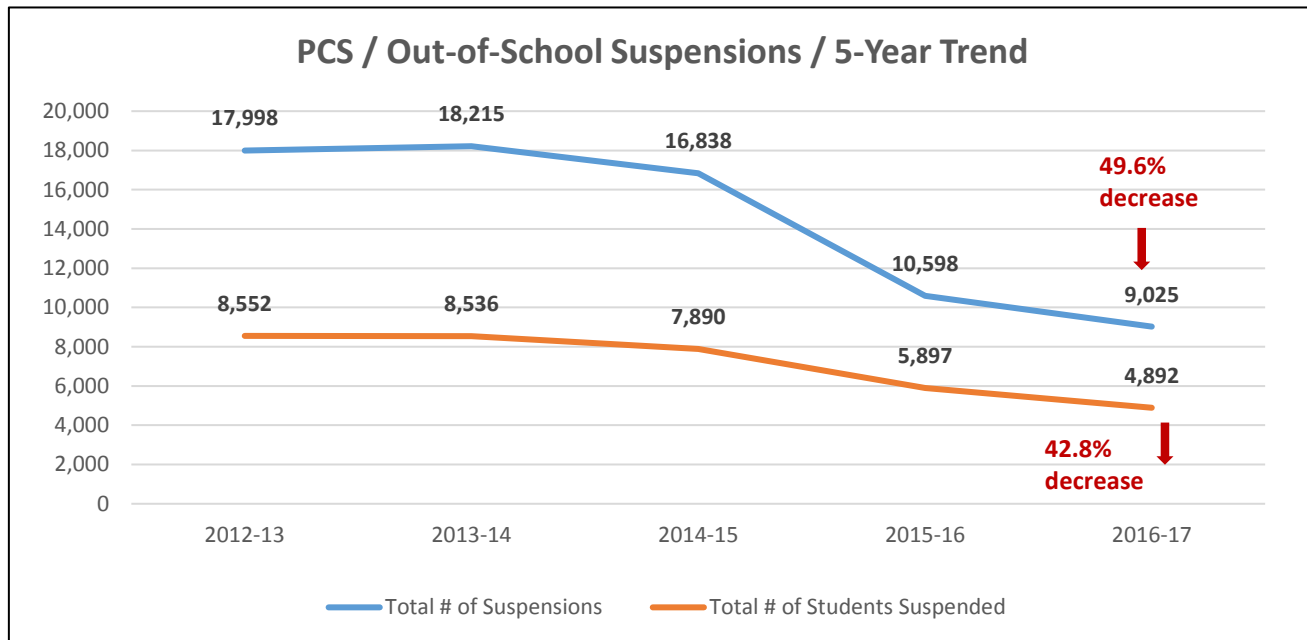


Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

Goal 4: Data Update: / Referrals and Out of School Suspensions (OSS) End of Semester 1

- The district's out-of-school suspension rates (OSS) for all students and for black students has dropped dramatically over the past five years (see trend table below).
- The district's year-over-year comparison from Semester 1 last year to Semester 1 this year shows a drop in referrals across the board and among black students (a decrease of 7.3%) but an increase in the number of out-of-school suspensions so far for all students and among black students (an increase of 12.3%).
- The district closely monitors out-of-school suspensions for black students by type of offense to meet its goal of reducing OSS for defiance and classroom disruption.
 - In Quarter 1, a total of 193 suspensions (23.7% of all suspensions) were given to black students for those infractions. In Quarter 2, a total of 309 suspensions (23.9% of all suspensions) were given to black students for those infractions.



PCS / OSS / 5-Year Trend by Race										
	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2012-13	6,341	3,237	9,325	4,092	1,485	789	114	79	694	329
2013-14	5,975	2,986	9,757	4,089	1,605	843	136	84	712	332
2014-15	5,458	2,747	8,896	3,831	1,584	873	112	75	766	351
2015-16	3,338	2,000	5,603	2,918	1,060	648	84	58	505	266
2016-17	2,723	1,621	4,666	2,374	1,046	587	106	69	481	238
	-57.0%	-49.9%	-49.9%	-42.0%	-29.6%	-25.6%	-7.0%	-12.7%	-30.7%	-27.7%



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

PCS / # of OSS / Current Year / 2017-18 / Semester 1 / Compared to Semester 1 of 2016-17										
	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions s HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
Sem 1	1275	898	2102	1310	474	322	32	24	191	124
1-Year CHANGE	163	99	230	99	94	52	-5	-5	-16	-7

2017-18 School Year / Progress to Date / January 2018 / Semester 1 Totals										
Out-of-School Suspensions	Number of Suspensions (To Date)		1 -Year Change	Percentage of Total Suspensions (To Date)		1-Year Change %	Number of Students Suspended (To Date)		1-Year Change	1-Year Change %
	Semester 1*			Semester 1*			Semester 1*			
	16-17	17-18		16-17	17-18		16-17	17-18		
District**	3610	4086	476				2442	2688	246	10.1%
Elementary	283	248	-35	7.8%	6.1%	-12.4%	221	191	-30	-13.6%
Middle	2036	2226	190	56.4%	54.5%	9.3%	1252	1376	124	9.9%
High School	1031	1174	143	28.6%	28.7%	13.9%	828	904	76	9.2%
Hispanic	380	474	94	10.5%	11.6%	24.7%	270	322	52	19.3%
Black/African American	1872	2102	230	51.9%	51.4%	12.3%	1211	1310	99	8.2%
Multi-Racial	207	191	-16	5.7%	4.7%	-7.7%	131	124	-7	-5.3%
American Indian	1	12	11	0.0%	0.3%	***	1	10	9	***
White	1112	1275	163	30.8%	31.2%	14.7%	799	898	99	12.4%
Asian	37	32	-5	1.0%	0.8%	-13.5%	29	24	-5	-17.2%

Note: **The totals in the semester-over-semester tables above and below may not match the TOTALS from the Elementary, Middle and High Schools columns because the district totals include ESE centers and those centers are not included in the columns labeled as "elementary," "middle" or "high school."

2017-18 School Year / Progress to Date / January 2018 / Semester 1 TOTALS										
Referrals	Number of Referrals (To Date)		1 -Year Change	Percentage of Total Referrals (To Date)		1-Year Change %	Number of Students w/ a Referral (To Date)		1-Year Change	1-Year Change %
	Semester 1*			Semester 1*			Semester 1*			
	16-17	17-18		16-17	17-18		16-17	17-18		
District**	35675	33947	-1728				11399	11330	-69	-0.6%
Elementary	3001	3129	128	8.4%	9.2%	4.3%	1532	1543	11	0.7%
Middle	13440	12249	-1191	37.7%	36.1%	-8.9%	3669	3691	22	0.6%
High School	16934	15893	-1041	47.5%	46.8%	-6.1%	5839	5701	-138	-2.4%
Hispanic	4334	4404	70	12.1%	13.0%	1.6%	1556	1648	92	5.9%
Black/African American	17168	15917	-1251	48.1%	46.9%	-7.3%	4579	4545	-34	-0.7%
Multi-Racial	1664	1464	-200	4.7%	4.3%	-12.0%	509	477	-32	-6.3%
American Indian	49	95	46	0.1%	0.3%	93.9%	26	29	3	11.5%
White	12101	11732	-369	33.9%	34.6%	-3.0%	4562	4467	-95	-2.1%
Asian	356	334	-22	1.0%	1.0%	-6.2%	167	167	0	0.0%



Quarter 2 / Key Actions Steps / Progress Update

ESE Identification (Goal 5)



District records / data review and early intervention systems / Progress Update

- **Exceptional Student Education (ESE) worked collaboratively with the district data departments in creating improved eligibility data reports.** The reports are reviewed and compared to ensure accuracy of the data and coding.
- **A database was created to track the review of students transferring into Pinellas County with an eligibility of EBD already in place.** The entries in the database are monitored monthly. If a student has not been reviewed, the school is contacted with a deadline for completion. Based on a review of those data, it is clear that one area of focus must be on the students transferring into the district with an EBD eligibility.
- **The district has also added an academic screening tool** to address academic deficits for students being referred for consideration of eligibility in the area of EBD.
- **The district is also reviewing every student with a primary eligibility of EBD** at the student's annual IEP meeting.
- **Intensive problem solving on behavioral intervention is occurring consistently with district behavior specialists** in support of early intervention.
- **The district assigned a behavior specialist to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures.
 - At the end of Semester 1, 46 black students were being supported and monitored by the district behavior specialist.
- **Schools are accessing district support earlier this year and focusing on problem solving** in order to ensure fidelity of intervention implementation.

Semester 1 Data Updates

- 17 black students who were previously identified as EBD transferred into Pinellas County Schools from other school districts.
 - A records review was conducted on each of those 17 students and 2 students were identified for re-evaluation.
- 10 black students were identified by PCS as new eligibilities for EBD (38.5% of those identified in Semester 1).



Quarter 2 / Key Actions Steps / Progress Update

Minority Hiring (Goal 6)



Improved Processes for Hiring / Hiring of a Minority Recruitment Team / Progress Update

- **The district has vastly improved its data tracking systems within Human Resources to more accurately measure hiring and retention data.**
 - Retention data are now matched more accurately across years of service. An initial report has been generated and district technology specialists and Human Resources staff are reviewing for accuracy and needed amendments to the data logic.
- **The district hired a new Manager of Talent Acquisition and two additional hiring specialists to join that team.** The team has taken critical steps to support recruitment and retention of minority candidates. Those include:
 - Building strong relationships with current minority candidates in keeping the candidate pool “warm.”
 - Reducing the hiring manager’s time by recommending most qualified candidates for an interview and facilitating recommendations for hire.
 - Rebranding current PCS marketing materials to reflect the diversity of the Pinellas County community.
 - Providing frequent “check ins” with 1st year teachers in support of improved retention.
- **At the end of Semester 1, the district had 1,020 instructional applications on file. Of those, 110 applicants self-identified as black (10.8% of applicants).** Of those 110, 22 were certified and eligible for hire. The other candidates did not yet have complete employment criteria in place.
- **The district has continued its partnership with the Urban Schools Human Capital Academy** in providing ideas to create improved systems and a more diverse workforce.
- **The district re-established the Pinellas Alliance of Black School Educators (PABSE)** as part of its outreach and support of its current black teachers.
- **The Human Resources division has also developed a process for a semi-annual review of its hiring practices and procedures** to identify inefficiencies and barriers in hiring minority candidates. Some initial recommendations are provided below.

Human Resources Department / Initial Recommendations based on preliminary, internal Semi-Annual Review

- Revise / streamline the hiring process to decrease the length of time it takes for a candidate to move from being recommended to determining a start date.
- Ensure that hiring managers, or designee, utilize all available tools (i.e. Search Soft) to provide candidate feedback from Human Resources in order to assist in building a quality pool of candidates.
- Communicate with candidates in a timely manner to improve their chances of securing an interview (ie. reminding them of what they are missing in their applications).
- Purchase updated and diverse marketing advertisements, artifacts, etc. to attract candidates to Pinellas County.



Bridging the Gap / Pinellas County Schools

Quarter 2 Update / 2017-18 / School Board Briefing

Pinellas County Schools / Minority Hiring / 3-Year Summary Report

	# and % of TOTAL instructional staff TEACHERS				# and % of TOTAL Administrative staff ADMINISTRATORS				# and % of TOTAL instructional staff TEACHERS				# and % of TOTAL Administrative staff ADMINISTRATORS			
	2014-15				2015-16				2016-17							
Hispanic	204	2.7%	9	2.3%	207	2.8%	9	2.3%	420	5.7%	17	4.2%				
Black	637	8.3%	84	21.3%	622	8.3%	83	21.2%	647	8.8%	86	21.5%				
Am. Indian	16	0.2%	*	*	17	0.2%	*	*	15	0.2%	*	*				
White	6745	87.7%	302	76.5%	6591	87.7%	300	76.5%	6202	84.2%	296	73.8%				
Asian	85	1.1%	*	*	79	1.1%	*	*	86	1.2%	*	*				
Pacific Islander	*	*	*	*	*	*	*	*	*	*						
DISTRICT TOTALS	7687	100%	395	100%	7516	100%	392	100%	7370	100%	399	100%				
Black	GAP	9.7	GAP	0	GAP	9.7	GAP	0	GAP	9.2	GAP	0				

(Note: Gap is compared to Black Student Population of 18%)

2017-18 School Year / Progress to Date / Semester 1 / Update

	# and % of TOTAL instructional staff TEACHERS			# and % of TOTAL instructional staff TEACHERS	
	Quarter 1			Quarter 2	
Hispanic	420	5.7%		419	5.7%
Black/African American	667	9.0%		672	9.1%
American Indian	*	*		*	*
White	6183	83.5%		6178	83.3%
Asian	92	1.2%		91	1.2%
Pacific Islander	*	*		*	*
DISTRICT TOTALS	7404	100%		7408	100%

Note: The data represent the total instructional staff as of the date listed, and do not represent only new hires (as changes to staff occur throughout the year as employees leave and enter the district). The change column represents differences in hiring since the beginning of the school year.



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Quarter 2 Update / 2017-18 / School Board Briefing



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